

Opasraportti

FEdu - Early Childhood Education, BA (Education) (2019 - 2020)

The Early Childhood Education Programme is one of the programmes in the Degree Programme in Teaching and Education. The degree programme includes common studies in education, and advanced professional studies that are different in each programme. In the Early Childhood Education Programme, the students first complete the Degree Programme in Teaching and Education (3 years) followed by the broadly-based Master's programme in education (2 years), in which an early childhood education student typically chooses specialization in pedagogical institutions and expertise.

The students in the Early Childhood Education Programme graduate as pedagogical experts in the growth, development and learning of small children for various tasks in the fields of education, teaching, research and development.

- The student is granted the right to study in a five-year Master's programme, as part of which s/he can pursue studies for 60 credits of pedagogical studies for teachers and choose minor subjects from the plentiful choices offered by the university.
- The student acquires strong professional competence and basic theoretical knowledge to allow him or her to think and act in a critical and creative way.
- The programme qualifies the students to function in the positions of kindergarten and pre-school teacher.

The degree of Bachelor of Arts in the Early Childhood Education Programme consists of language and communication studies (10 credits), orientation studies (5 credits), basic (25 credits) and intermediate studies (45 credits) in education, especially early childhood education, professional studies in early childhood education (65 credits), minor subject studies (25 credits), and optional studies (5 credits).

The degree of Master of Arts consists of advanced studies in education specific to the specialization (80 credits), minor subject studies (25 credits) and optional studies (15 credits).

CHOOSE TO COURSES TAB TO SEE THE DEGREE STRUCTURE, COURSES AND COURSE DESCRIPTIONS.

You can also find all the current study guides and timing tables on the Faculty website at <http://www oulu.fi/ktk/opinto-opas>

Tutkintorakenteet

Early Childhood Education, BA (Education)

Tutkintorakenteen tila: archived

Lukuvuosi: 2019-20

Lukuvuoden alkamispäivämäärä: 01.08.2019

Orientation Studies (5 ECTS cr) (vähintään 5 op)

405028Y: Technology-Enhanced Learning and Orientation to Studies, 5 op

Language and Communication Studies (10 ECTS cr) (vähintään 10 op)

A200031: Language and Communication Studies, 10 op

e1

900102Y: Communicate with Impact, 5 op

901032Y: Second Official Language (Swedish), Written Skills, 1 op

901033Y: Second Official Language (Swedish), Oral Skills, 1 op

902130Y: Foreign Language (English), 3 op

Basic studies, education (25 ECTS cr) (vähintään 25 op)

A250504: Education, Basic Studies, 25 op

Compulsory

410084P: Education as an Object of Scientific Research, 5 op

410085P: Growth, Development and Learning, 5 op

410086P: Teaching and Educational Interaction, 5 op

410087P: Sociocultural Contexts of Education, 5 op

410088P: Philosophical and Ethical Foundations and Objectives of Education, 5 op

Intermediate Studies in Education, Especially Early Childhood Education (45 ECTS cr) (vähintään 45 op)

A251505: Early Childhood Education, Intermediate Studies, 40 - 45 op

e1

407040A: Basic Course in Quantitative Research, 5 op

407041A: Basic Course in Qualitative Research, 5 op

407045A: Bachelor's Thesis, 10 op

407047A: Maturity Test, 0 op

442190A: Early Childhood Special Education and the Challenges of Learning, 5 op

442191A: Childhood as a Social and Cultural Phenomenon, 5 op

442192A: Kindergarten Teacherhood as a Profession, 10 op

442193A: Diversity in Early Childhood Education, 5 op

Professional Studies in Early Childhood Education (65 ECTS cr) (vähintään 65 op)

A256902: Professional Studies in Early Childhood Education, 65 - 75 op

Compulsory

442423A: Pedagogical Practice I, 10 op

442424A: Pedagogical Practice II, 10 op

442425A: Pedagogical Planning of Early Childhood Education, 5 op

442426A: Supervision of a Group of Children in an Educator Team, 5 op

442427A: Art Pedagogy in Early Childhood Education, 5 op

442428A: Art, Crafts and Science 1: Music, Literary Art and Drama Education, 5 op

442429A: Art, Crafts and Science 2: Crafts, Design and Visual Arts Education, 5 op

442430A: Art, Crafts and Science 3: Mathematics, Science and Physical Education, 5 op

442431A: Art, Crafts and Science 4: Literary Art, Drama, Crafts and Design Education, 5 op

442432A: Art, Crafts and Science 5: Physical and Music Education, 5 op

442433A: Art, Crafts and Science 6: Visual Arts and Environmental Education, 5 op

Minor studies (25 ECTS cr) (vähintään 25 op)

You can choose minor studies freely from among those offered by the University of Oulu.

Choose at least one (25 credits) minor subject to be included in your Bachelor's degree.

Optional Studies (5 ECTS cr) (vähintään 5 op)

The student can choose any higher education -level courses.

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

405028Y: Technology-Enhanced Learning and Orientation to Studies, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jari Laru

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay405028Y Technology-Enhanced Learning and Orientation to Studies (OPEN UNI) 5.0 op

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

1st year, autumn

Learning outcomes:

Having completed the course, the student knows how to:

- identify and understand the basic concepts and phenomena of technology-supported learning and teaching
- identify the skills of transversal competence (21st century skills) and knows how to apply them as part of learning and teaching
- apply the basic concepts and research results of technology-supported learning and teaching when planning and implementing practical teaching and learning situations
- apply the phenomena of technology-supported learning and teaching to solve challenges in practical working life

Having attended the informative orientation lectures and small group sessions, the student

- knows how to plan his/her studies on his/her own and in collaboration with the student community.
- understands the degree structures, contents and studying practices in his/her degree programme..
- becomes a member of his/her own small group

Contents:

- Orientation to the studies: issues related to starting to study, objectives, course, structure and contents of the studies, ethical principles and studying culture, constructing a personal study plan, group formation and integration to the university community and your own faculty
- Research subjects, basic concepts and developmental trends in technology-supported learning and teaching
- Core skills of the 21st century and the skills of transversal competence in the basic education curriculum
- Practical applications of technology-supported learning and teaching: a) learning environments, cloud services and office softwares, b) production and distribution of digital materials, c) hardware and networks, d) introduction to programming
- Making competence visible: digital portfolio and open badges

Mode of delivery:

Blended teaching

Learning activities and teaching methods:**Orientation to studies, 1 credit**

Information lectures and supervision sessions by senior tutor and in small groups, 20-30h. PLEASE NOTE! In the course implementation of the Open University, the Orientation to Studies part of the study module is replaced by a separate additional assignment that is given in connection with the appropriate course.

Technology-Supported Learning, 4 credits

Technology-supported learning and teaching comprises three sections:

- introduction (10h of large group sessions, 20h of workshop exercises, 40h of group or individual work),
- study integration (30h of independent or group work), and
- sharing (a 4h session + 10h of independent or group work)

1) The large group sessions common to all (10h) in the Introduction part consist of expert talks that are implemented through blended teaching as applicable, making use of the newest available technology. The exercise workshops (20h) concentrate on exercises in the phenomena and applications of technology-supported learning and teaching. In connection with this part, various exercises are made and the student starts composing his/her personal portfolio comprising (40h of group and/or individual work)..

2) In the part of the course integrated in the studies, students apply the skills and knowledge learnt in the introductory part in practical teaching, learning and interaction situations. Such situations arise, among other things, in connection with the intermediate, multidisciplinary and professional studies. (This integrative phase is supported by a support person on duty, and it includes 30h of independent or group work)

3) In the sharing part, competences are made visible in three ways:

- a) The student share their productions making use of tools assigned for the purpose. The productions and other performances shared are created during the introductory and integrated parts of the course.
- b) Competence is made visible by means of digital open badges, for instance, for which applications are made in return for performances. When a sufficient number of badges proving practical competence have been gathered, the student is automatically awarded a certificate of competence.
- c) The student creates a digital portfolio that functions both as a tool of personal reflection and as a bank of materials.

(A 4h joint session + 20h of independent or group work have been reserved for the sharing part)

Target group:

Students of education in the various degree programmes

Prerequisites and co-requisites:

None

Recommended optional programme components:

The study module is part of the orientation studies

Recommended or required reading:

Available in the learning environment used in the study module

Assessment methods and criteria:

Course methods: Participation in blended learning, construction of a personal study plan (PSP), discussion on the PSP with senior tutor, and completion and sharing of technology-supported learning assignments.

The achievement of learning outcomes is assessed on the basis of the materials produced by the student, the open badges and/or the portfolio

To complete the course with a pass, the student shows that s/he is familiar with the main tools, concepts and approaches of technology-supported learning and teaching, and their development. The student also shows that s/he is familiar with the 21st century core skills (in terms of the curriculum, the skills of transversal competence) as part of the frame of reference of technology-supported learning and teaching. S/he knows how to make systematic use of applications and tools as part of learning, teaching and interaction. The student knows how to evaluate his/her own production critically and how to present suggestions for improvement. S/he is capable of making his/her competence visible by means of a portfolio, open badges and sharing of productions.

In a failed course, the student has not shown any competence as described in the course instructions. His/her productions are unfinished, fragmentary and superficial. The student does not show familiarity with the basic tools, concepts and approaches of technology-supported learning and teaching. S/he also does not perceive the meaning of the 21st century core skills (skills of transversal competence in the basic education curriculum) in the frame of reference of technology-supported teaching and learning. The student has not made her competence visible by means of a portfolio, open badges and/or shared productions.

Grading:

Pass/Fail

Person responsible:

Jari Laru & education coordinators

Working life cooperation:

The student has an opportunity to earn some of the course credits in working life environments. Some of the course studies are also integrated with the intermediate, multidisciplinary or professional studies (depending on the degree programme) or they can be implemented as a project, for instance, in a field-specific working context (such as school).

Other information:

The study module is connected with the multidisciplinary studies in primary teacher education and professional studies in early childhood education.

Related courses: Programming in Basic Education and Open Workshop

A200031: Language and Communication Studies, 10 op

Voimassaolo: 01.08.2010 -

Opiskelumuoto: General Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Ei opintojaksokuvauksia.

e1

900102Y: Communicate with Impact, 5 op

Voimassaolo: 01.01.2017 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Person responsible:

Jukka Käräjäoja

901032Y: Second Official Language (Swedish), Written Skills, 1 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Opintokohteen kielet: Swedish

Leikkaavuudet:

901060Y Second Official Language (Swedish), Written Skills 1.0 op

ay901032Y Second Official Language (Swedish), Written Skills (OPEN UNI) 1.0 op

901033Y: Second Official Language (Swedish), Oral Skills, 1 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Opintokohteen kielet: Swedish

Leikkaavuudet:

| | | |
|-----------|------------------------------------------------------------|--------|
| 901061Y | Second Official Language (Swedish), Oral Skills | 1.0 op |
| ay901033Y | Second Official Language (Swedish), Oral Skills (OPEN UNI) | 1.0 op |

902130Y: Foreign Language (English), 3 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

Leikkaavuudet:

| | | |
|-----------|---------------------------------------|--------|
| ay902130Y | Foreign Language (English) (OPEN UNI) | 3.0 op |
|-----------|---------------------------------------|--------|

Voidaan suorittaa useasti: Kyllä

Proficiency level:

B2

Status:

Compulsory course for students of education.

Required proficiency level:

English must have been the A1 or A2 language at school or equivalent English skills acquired otherwise. If you received the grade **L** or **E** in the Finnish matriculation exam, you can be exempted from the **Written Communication** part of the course.

ECTS Credits:

3 ECTS. The workload is 80 hrs.

Language of instruction:

English

Timing:

Erkka: second year (autumn term)

Kako/Kapsy: second year (autumn term)

Luko, Tekno, Taika: second year (autumn term)

Muko: first year (spring term)

Vaka: second year (spring term)

Learning outcomes:**Objectives:**

- develop students' English language skills needed for effective communication on different topics related to education and teaching
- to practice comprehending and producing oral presentations and written texts using formal or semi-formal English

Learning outcomes - by the end of the course students are expected to be able:

- to summarize, interpret and discuss formal or semi-formal texts on topics related to the field of education
- to write assignments on topics related to education and teaching
- to search for information on a chosen educational theme as well as analyse and explain the ideas
- to better understand the concept of diversity in education
- to better communicate with parents / colleagues of foreign background

Contents:

- texts and short videos related to education and teaching
- formal and semi-formal writing practice
- oral presentation practice
- communicative activities

Mode of delivery:

Contact teaching and independent study.

Learning activities and teaching methods:

28 hrs of contact teaching + 52 hrs of independent study. Classroom sessions, online studies, individual assignments, group activities, an oral presentation in pairs or small groups, and homework tasks.

Target group:

Students of the Faculty of Education

Prerequisites and co-requisites:

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Recommended optional programme components:

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Recommended or required reading:

Course materials will be provided by the teacher in electronic form.

Assessment methods and criteria:

Regular participation in all contact teaching and completion of all required coursework (a policy of 100% participation in lessons, with compensatory work in case of occasional absence).

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass / fail

Person responsible:

Sari Törmänen

Working life cooperation:

-

Other information:

Exemption from the **Written Communication** part of the course is given to students with a matriculation exam grade **L or E**. **Attendance is compulsory for ALL students in the first lesson**, where more information will be provided to those who are entitled to exemption.

A250504: Education, Basic Studies, 25 op

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Ulvinen, Veli-Matti Terho

Opintokohteen kielet: Finnish

Leikkaavuudet:

ayA250504 Education, Basic Studies (OPEN UNI) 25.0 op

ECTS Credits:

25 ECTS credits

Language of instruction:

Finnish or English

Timing:

At the start of studies in education (in most programmes, 1st year, in secondary teacher education, 3rd and 4th years)

Learning outcomes:

At the end of the module, the student is expected to be able to analytically understand and describe pedagogical phenomena connected with the various stages and situations in a human being's growth as well as pedagogical interaction in different areas of the educational field. To understand and describe these phenomena, s/he knows how to use the basic concepts and theories in the classic fields of education and knowledge on the historical development of educational activity and thinking. The student also knows how to use various academic study and working methods and is able to conduct independent literary work and is getting oriented to educational expertise and research.

Contents:

Consists of the following courses:

- 410084P, Education as an Object of Scientific Research 5 ECTS cr

- 410085P, Growth, Development and Learning 5 ECTS cr
- 410086P, Teaching and Educational Interaction 5 ECTS cr
- 410087P, Sociocultural Contexts of Education 5 ECTS cr
- 410088P, Philosophical and Ethical Foundations and Objectives of Education 5 ECTS cr

The courses are divided into the following areas:

1. The study module is started with an orientation in "Basic Course in Education: Phenomenon, Theories and Practices of Education".
2. The next four courses comprise the content areas of the module, and the student can freely choose the order in which s/he studies them.
3. The applied course entitled "Pedagogical Research Seminar" is delivered differently in the various degree programmes. The student applies what s/he has learnt in the content courses, assuming a particular orientation depending on her/his educational and personal interests.

Mode of delivery:

Face-to-face and mixed teaching

Learning activities and teaching methods:

Lectures and seminar sessions

Target group:

Students pursuing major or minor studies in education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be announced in connection with the courses

Assessment methods and criteria:

Exams, written assignments (a variety of individual or group assignments can be used depending on the situation)

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

Ulvinen Veli-Matti

Other information:

None

Compulsory

410084P: Education as an Object of Scientific Research, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410084P Education as an Object of Scientific Research (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish. English for the ITE students

Timing:

1st year

Learning outcomes:

- Describe the main paradigms and define the basic concepts of educational sciences
- Identify some of the most influential, past and contemporary educational theorists
- Consider the role of practical and theoretical knowledge in teacher's profession
- Apply the acquired knowledge in classroom discussions on international and multicultural learning and teaching contexts

- Is able to read academic texts on education and write a short academic essay

Contents:

- Theories and concepts of mainstream educational sciences and intercultural education
- Formal education, informal and non-formal education
- Epistemology: forms of knowledge and knowledge production, cultural impact on knowledge construction
- Teacher's professional development and teacher's identity formation
- Basics of academic writing

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 20h, seminars 10h, and independent study 105h

Target group:

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of Basic Studies in Education

Assessment methods and criteria:

Active participation,
Essay

Grading:

Pass/Fail

Person responsible:

Sari Harmoinen

410085P: Growth, Development and Learning, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Hanni-Mari Muukkonen-van der Meer

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410085P Growth, Development and Learning (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

- Identify the most prominent paradigms and their representatives of psychology
- Apply acquired knowledge of psychological trends and theories in classroom discussions considering different learning and teaching environments
- Compare different perspectives of educational psychology focusing on age- and culture-specific aspects in education and upbringing

Contents:

- The most prominent paradigms and their representatives of psychology
- Age- and culture-specific issues of developmental psychology
- The impact of educational psychology in intercultural and inclusive education

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 20h, seminars 10h, and independent study 105h

Target group:

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of Basic Studies in Education

Recommended or required reading:

Theories of Development: concepts and applications. 6 th ed. 2011.

Assessment methods and criteria:

Active participation,
Essay

Grading:

Pass/Fail

Working life cooperation:

Seminar phase of the course work includes observation task on field.

410086P: Teaching and Educational Interaction, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Järvelä Sanna

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410086P Teaching and Educational Interaction (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish. For ITE students English

Timing:

1st year

Learning outcomes:

- Summarize the historical development of paradigms in learning sciences
- Identify the most significant paradigms of learning sciences and the most influential theorists
- Relate the different cultural circumstances on pedagogical solutions in learning and teaching situations with special focus on intercultural competence
- Discuss the possibilities offered by ICT in teaching and learning situations

Contents:

- historical overview of the development of learning paradigms
- theories of intercultural/ transformative/ experiential and social learning and critical pedagogy
- the impact of cultural factors on learning and teaching

- learning and teaching as individual and social-psychological phenomena
- the role of ICT in learning and teaching

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 20h, seminars 10h, and independent study 105h

Target group:

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of Basic Studies in Education

Assessment methods and criteria:

Active participation,
Essay

Grading:

Pass/fail

Person responsible:

Sanna Järvelä

Working life cooperation:

Seminar phase of the course work includes observation task on field.

410087P: Sociocultural Contexts of Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Vesa Puuronen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410087P Sociocultural Contexts of Education (OPEN UNI) 5.0 op

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

5 ECTS

Language of instruction:

Finnish. English for the ITE students.

Timing:

1st year

Learning outcomes:

After completion the student is able

- to use the central concepts of social sciences in educational research and analyze the related basic issues in various contexts of education and growth
- to apply social, multicultural and juridical issues related to education and schooling in everyday life situations
- to describe the historical, socio-political and professional starting points of Finnish education system and educational politics

Contents:

Contents

- The basics of social sciences in educational research

- The possibilities and limitations of education and growth determined by the context, i.e. culture, society and environment
- The social, multicultural and juridical issues related to education
- Education systems as part of the historical development of society
- Education politics as a part of social politics

Mode of delivery:

Face-to-face teaching / blended teaching and learning

Learning activities and teaching methods:

Basic part 3 ECTS: Lectures for all 14 h, independent working 67 h

The basic part is composed of studying pre-given material, expert lectures (possibly by guest lecturers), and learning task. In addition, the adoption of learning outcomes are measured by separate assignment (e.g. examination or essay).

Seminar part 2 ECTS: Contact teaching in small study programme groups 10 h, independent working 44 h

The assignment can be for instance learning portfolio, which combines the contents of basic part and student's own life-world experiences.

Target group:

Students in all study programmes of Faculty of Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of the Basic Studies in Education (25 ECTS)

Recommended or required reading:

(in applicable parts; to be negotiated with instructor):

- Arum, R., Beattie, I. R. & Ford, K. (Eds.). (2011). *The Structure of schooling: Readings in the sociology of education*. Los Angeles: SAGE.
- Ballantine, J. H. & Spade, J. Z. (Eds.). (2012). *Schools and society: A sociological approach to education*. Los Angeles: SAGE.
- Demaine, J. (Ed.). (2001). *Sociology of education today*. London: Palgrave.
- Simola, H. (Ed.). (2014). *Finnish education mystery: Historical and sociological essays on schooling in Finland*. London: Routledge.
- Verdugo, R. R. (Ed.). (2014). *Educational reform in Europe: History, culture, and ideology*. Information Age Publishing.
- Original text from one of these theorists: Louis Althusser, Basil Bernstein, Pierre Bourdieu, Michel Foucault, Henry Giroux, Jürgen Habermas, Axel Honneth, Peter Jarvis, Peter McLaren, Paul Willis, or Thomas Ziehe.

Assessment methods and criteria:

Basic part 3 ECTS.

Assessment method: Both learning task and examination or essay based on the learning material and lectures.

Seminar part 2 ECTS.

Assessment method: Learning portfolio in study group working

The assessment criteria are weighted in the following way:

- first learning outcome is highlighted in learning task (Basic part)
- all three learning outcomes are highlighted in examination or essay (Basic part)
- third learning outcome is highlighted in portfolio (Seminar part)

In approved (Pass) completion of the course, the use of central concepts of social sciences in educational research and analytical handling of basic issues in various contexts of education and growth is clearly structured, and matters are connected to each other at least to some degree. The handling of social, multicultural and juridical issues related to education and schooling in everyday life situations is reflective, and connections between matters are handled at least to some degree. In addition, the description of the historical, socio-political and professional starting points of Finnish education system and educational

politics is clear and appropriate. In all assignments, there has to be a visible plot and mainly the use of references has to be at a good level.

In not approved (Fail) completion of the course, student's study products are unfinished, fragmentary and superficial, matters are presented in disconnected way, or the presentation does not show own thinking nor acquisition to the core themes of the course. Study material is not utilized sufficiently, and references are weakly used.

Grading:

pass/fail

Person responsible:

Vesa Puuronen (Veli-Matti Ulvinen)

Working life cooperation:

The seminar part contains working life cooperation.

410088P: Philosophical and Ethical Foundations and Objectives of Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Eetu Pikkarainen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410088P Philosophical and Ethical Foundations and Objectives of Education (OPEN UNI) 5.0
op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish. For ITE students: English

Timing:

1st year

Learning outcomes:

- Summarize and contrast central concepts and approaches of educational philosophy
- Compare international perspectives on ethics
- Apply concepts related to philosophy and ethics to discuss educational tasks and relationships in global contexts
- Describe their current educational philosophy and explain and illustrate their approach to professional ethics

Contents:

- Western and non-western schools of educational philosophy
- Perspectives on global and professional ethics
- Educational implications of different approaches
- Ethical dilemmas in educational contexts

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 20h, seminars 10h, and independent study 105h

Target group:

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of Basic Studies in Education

Recommended or required reading:

- Freire, P. (1998). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Oxford: Rowman & Littlefield Publishers.

Noddings, N. (2005). *Challenge to care in Schools*. 2 nd ed. New York: Teachers' College Press.

Assessment methods and criteria:

Active participation,
Essay

Grading:

Pass/Fail

Person responsible:

Jouni Peltonen, Eetu Pikkarainen

Working life cooperation:

Seminar phase of the course work includes observation task on field.

A251505: Early Childhood Education, Intermediate Studies, 40 - 45 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anna-Maija Puroila

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

45 ECTS cr

Language of instruction:

Finnish

Timing:

1st - 3rd years

Learning outcomes:

Upon completion of the Intermediate Studies in Education, specifically early childhood education, the student knows how to apply and evaluate the approaches of educational research to pedagogical phenomena. S/he is capable of scientific information acquisition and argumentation and knows how to report scientific results. S/he is capable of functioning in various expert duties in early childhood education in different communities.

Contents:

see under each course

Mode of delivery:

Face- to- face teaching

Learning activities and teaching methods:

Specified in more detail for each specific course.

Target group:

Early childhood education students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Specified in more detail for each specific course

Assessment methods and criteria:

Active participation in face-to-face teaching and successful completion of assignments.

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail 1-5

Person responsible:

Puroila Anna-Maija

Working life cooperation:

None

Other information:

None

*e1***407040A: Basic Course in Quantitative Research, 5 op****Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Peltonen, Jouni Aslak**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay407040A Basic course in quantitative research (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish, English for ITE

Timing:

2. or 3. year

Learning outcomes:

Having completed the course, the student knows how to

- describe and analyze the foundations of quantitative research in the philosophy of science, its characteristics, and the main stages in the progress of a research process
- plan and implement the main stages of a simple quantitative study
- evaluate and interpret quantitative studies conducted by others

Contents:

- starting-points of quantitative research and the main stages of the research process
- reliability of quantitative research
- representation of a one- and two-dimensional empirical distribution
- basics of statistical reasoning
- estimation
- statistical testings

Mode of delivery:

Face-to-face or blended teaching

Learning activities and teaching methods:

Lectures 24h, small group teaching 14h, independent work 96h

Target group:

Students in the Faculty of Education and students pursuing minor subject studies in education

Prerequisites and co-requisites:

Basic studies in education/psychology

Recommended optional programme components:

The study module is part of the intermediate studies in education/psychology and supports the writing of a Bachelor's thesis

Recommended or required reading:

As agreed, other works and videotaped expert lectures may also be used as learning materials.

Assessment methods and criteria:

The students carry out a learning assignment, either independently or in small groups, based on the lecture and other teaching in the course, the video materials compiled from the expert lectures, and literature. The learning assignment is planned and elaborated through work in small groups with the help of the teacher and other students, and the work is finally presented to the other students in a poster session, for instance. The learning assignment can also consist of several smaller parts.

In concrete terms, the learning assignment can be a small-scale quantitative study, analysis or summary of quantitative studies conducted by others on a certain theme, an analysis of an available quantitative data set, or an essay analyzing a special issue in quantitative research.

As agreed, the course can also be arranged and credits earned in some other way, for instance by taking part in the activities of a research group in the faculty.

Criteria for course performance:

0 = unfinished and fragmented, matters presented are not essentially connected with the topic, the use of sources is almost non-existent and there is no successful concretization of the basic principles of research.

1 = highly superficial, matters are presented detached from one another, the use of sources is one-sided and superficial.

2 = superficial, matters are presented partly in detachment from each other, the use of sources is satisfactory.

3 = reflective and matters are related to each other to some extent, the core argument is to be seen and the use of sources is mainly good.

4 = quite an analytical and partly successful whole, matters are related to each other well, and the use of sources is mainly very good.

5 = a systematic and analytical whole, in which the matters are related to each other very well, and the use of sources is mainly excellent.

Grading:

0 - 5

Person responsible:

Jouni Peltonen

Working life cooperation:

None

Other information:

Research studies completed elsewhere can once replace the research studies taken in the faculty. The studies taken in the faculty can also once replace the research studies in a minor subject, if the original studies were completed in the faculty (and were not acknowledged through recognition of prior learning). Otherwise, the teacher-in-charge shall decide on the studies to be taken.

407041A: Basic Course in Qualitative Research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anu Alanko

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407041A Basic course in qualitative research (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish, English for ITE

Timing:

2nd or 3rd year

Learning outcomes:

Having completed the course, the student knows how to

- define the basic ideas in the approaches and methods of research in the human sciences from the viewpoint of different traditions of science
- describe the possibilities to use various data collection methods, their strengths and weaknesses
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret qualitative studies conducted by others

Contents:

- starting-points of qualitative research
- theories and concepts in qualitative research
- different approaches to qualitative research
- formulation and shaping of research questions in qualitative research
- progression and main stages of the research process
- data in qualitative research
- research plan

Mode of delivery:

Face-to-face teaching, lectures and small group teaching

Learning activities and teaching methods:

Lectures 18h, small group sessions 16h, independent work approx. 100h

Target group:

All students in the faculty pursuing Intermediate Studies in Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

The study module is part of the intermediate studies in education/psychology and it supports the writing of a Bachelor's thesis

Recommended or required reading:

Applicable parts:

Eskola, J. & Suoranta, J. (1998) Johdatus laadulliseen tutkimukseen. Tampere: Vastapaino. Especially chapters 1-3 ja 5-6.

Aaltola, J. & Valli, R. (eds.) (2015) Ikkunoita tutkimusmetodeihin I: Metodien valinta ja aineistonkeruu, virikkeitä aloittelevalle tutkijalle. Jyväskylä: PS-kustannus.

Valli, R. & Aaltola, J. (eds.) (2015) Ikkunoita tutkimusmetodeihin II: Näkökulmia aloittelevalle tutkijalle tutkimuksen teoreettisiin lähtökohtiin ja analyysimenetelmiin. Especially Part I. Jyväskylä: PS-kustannus.

Metsämuuronen, J. (2003–). Tutkimuksen tekemisen perusteet ihmistieteissä (opiskelija- ja tutkijalaitokset). Helsinki: International Methelp. (Chapter: Laadullisen tutkimuksen perusteet).

Alasuutari, P. (2011). Laadullinen tutkimus 2.0. Tampere: Vastapaino. (also Ellibs).

As agreed, other works and videotaped expert lectures can also be used as learning materials.

Assessment methods and criteria:

Lectures:

The students compose learning assignments, either alone or in pairs, with the goal of applying the contribution of the lectures and literature to the formulation of the theme or problem setting of their own Bachelor's theses.

Exercises:

The students compose either alone or in pairs a research plan for their Bachelor's thesis.

Grading:

The lecture assignments are graded Pass or Fail.

The research plan composed in a small group is graded on a scale from 0 to 5.

Person responsible:

Anu Alanko

Working life cooperation:

None

Other information:

Research studies completed elsewhere can once replace the research studies taken in the faculty. The studies taken in the faculty can also once replace the research studies in a minor subject, if the original studies were completed in the faculty (and were not acknowledged through recognition of prior learning). Otherwise, the teacher-in-charge shall decide on the studies to be taken.

407045A: Bachelor's Thesis, 10 op**Voimassaolo:** 01.08.2015 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

10 ECTS credits

Language of instruction:

Finnish/ English

Timing:

3rd year

Learning outcomes:

Having completed the course, the student

- knows how to define a research problem
- knows how to compose a research plan on the topic of his or her thesis
- knows how to use literature on his or her own research topic to provide a theoretical scrutiny of the topic
- is familiar with the basics of scientific writing and knows how to apply them to write his or her thesis
- knows how to compose a Bachelor's degree
- knows how to act as an opponent to the Bachelor's thesis written by another student

Contents:

- composing a research plan
- carrying out the research
- writing a research report
- evaluating a study
- writing a maturity test

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

About 30h of seminar sessions, 240h of independent work

Target group:

Students at the Faculty of Education

Prerequisites and co-requisites:

Basic studies in the major subject, Scientific communication I, basic courses in quantitative and qualitative research (must have at least been started)

Recommended optional programme components:

The course is part of the intermediate studies in the major subject

Recommended or required reading:

Hirsjärvi, S., Remes, P. & Sajavaara, P. Tutki ja kirjoita.

Assessment methods and criteria:

Construction and presentation of research plan, writing and presentation of thesis, participation in seminar sessions, acting as a peer opponent, writing of the maturity test

Read more about [assessment criteria](#) at the University of Oulu webpage.**Grading:**

0–5

Person responsible:

Tapio Tenhu and the leaders of seminar groups

Working life cooperation:

None

Other information:

Students submit their finalized theses to the Laturi system for review and approval. Website laturi oulu.fi
 A list of current Bachelor's and Master's thesis groups is to be found on the faculty website at www oulu.fi/ktk/opinnaytetyot

407047A: Maturity Test, 0 op**Voimassaolo:** 01.08.2015 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

0 credits

Language of instruction:

The maturity essay is written in the student's mother tongue, if the language is Finnish or Swedish. In other cases the language used is English.

Timing:

3rd year

Learning outcomes:

According to the Decree on University Degrees (794/2004), students pursuing studies for the degree of Bachelor of Arts in Education shall write a maturity essay to show their familiarity with the field of their thesis and their skills in Finnish or Swedish. If either language is not the student's mother tongue, the test is completed in English.

Learning activities and teaching methods:

Writing a maturity essay on a general examination day of the Faculty of Education. A student can register for the maturity essay on Weboodi using the code 407047A (Maturity Test/Bachelor's Thesis) after the thesis supervisor has given the student permission to publish his or her thesis. For the maturity test, the supervisor of the Bachelor's thesis gives the student 2-3 topics related to the field of the study, and the student is given the choice to write on one of them. The student is allowed to use three hours to write the maturity essay.

Target group:

Students in the Faculty of Education

Recommended optional programme components:

The course is part of the intermediate studies in the major subject

Grading:

For content and language: pass/fail.

Person responsible:

Sari Harmoinen and the supervisors of seminar groups

442190A: Early Childhood Special Education and the Challenges of Learning, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail

Opettajat: Minna Rossi-Salow
Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, spring

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 16h, seminars 14h, independent working 105h

Prerequisites and co-requisites:

Education, Basic Studies

Recommended or required reading:

1. Pihlaja, P. & Viitala, R. (2018). Varhaiserityiskasvatus. PS-kustannus. 366 s.
2. Kurssin alussa ilmoitetut artikkelit

Grading:

0 – 5

Person responsible:

Elina Viljamaa

442191A: Childhood as a Social and Cultural Phenomenon, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anna-Maija Puroila, Jaana Juutinen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, autumn

Learning outcomes:

After completing the course the student is able:

- to analyze her/his conception of childhood
- to analyze childhood as a societally and culturally constructed phenomenon
- to recognize methodological and ethical challenges in childhood research
- to evaluate risks in children's social environments and needs for child protection

Contents:

- Childhoods in different times and cultures
- Theoretical, methodological and ethical questions in childhood research
- The basics of social pedagogy

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- lectures 10 h, online lectures 10 h online exercises 12h, exercises 8h
- independent work 80 h (learning diary / exam)

Target group:

Students of early childhood education

Prerequisites and co-requisites:

Basic studies in education

Recommended optional programme components:

Part of intermediate studies in education

Recommended or required reading:

Scientific articles agreed in the beginning of the course

Assessment methods and criteria:

Active participation to the visits and seminars, learning diary / exam.

Criteria for evaluation: Learning outcomes are evaluated with learning diaries / exam. In the diary / exam, the text about the theme of the course:

0 = is unfinished, fragmentary, the text is not connected to the theme of the course, few references

1 = is very superficial, disconnected matters are presented, references are weakly used

2 = is superficial, matters are disconnected in some places, references are satisfactorily used

3 = contains reflection on the theme, matters are connected to each other, there is a plot in the essay, using references is at a good level

4 = is written in an analytical way, matters are well connected to each other, using references is mainly at a very good level

5 = is written in a systematic and analytical way, matters are connected to each other very well, the using of references is excellent

Grading:

0 – 5

Person responsible:

Jaana Juutinen

Working life cooperation:

None

442192A: Kindergarten Teacherhood as a Profession, 10 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 ECTS cr

Language of instruction:

Finnish

Timing:

3rd year

442193A: Diversity in Early Childhood Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Pekkarinen, Asko Sakari

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

3rd year, autumn

Learning outcomes:

- is familiar with the principles of equality and human rights and their requirements on the teaching and educational community
- is familiar with the connection between culture and children's identity and education
- identifies practices and discourses of inequality and mechanisms of otherization and knows how to influence them
- knows how to identify intercultural competence and how to view him/herself and his/her own activities by its means
- learns to discuss the contents of global education as a teacher and educator in his/her work

Contents:

- human rights, equality and social justice in an educational community
- main concepts of intercultural education
- essential contents of global education
- culture as a dynamic phenomenon, culture- and gender-sensitive pedagogy
- intercultural competence

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures 14 h
- small group sessions 24 h
- independent work 97 h

Target group:

Students in the Early Childhood Education Programme

Recommended optional programme components:

The study module is part of the intermediate studies in education.

Recommended or required reading:

- Heinonen, H. et al. (2016). Lapsen oikeudet ja aikuisen vastuut varhaiskasvatuksessa. Osa 3.
- Jokikokko, K. & Karikoski, H. (2016). Exploring the narrative of a Finnish early childhood education teacher on her professional intercultural learning. *Journal of Early Childhood Education Research*, 5: 1. s.92-114. <http://jecer.org/fi/exploring-narrative-finnish-early-childhood-education-teacher-professional-intercultural-learning/>
- Paavola, H. (2007) Monikulttuurisuuskasvatus päiväkodin monikulttuurisessa esiopetusryhmässä. Helsingin yliopisto. Käyttätymistieteellinen tiedekunta. Tutkimuksia 283.
- YK:n yleissopimus lapsen oikeuksista (1998). https://unicef.studio.crasman.fi/pub/public/pdf/LOS_A5fi.pdf

Assessment methods and criteria:

Active participation in teaching, lecture and literature exam, completion of project work

0 = the exam does not show that the student has familiarized him/herself with the lecture and literature materials, the practical exercises are missing or have been completed in a highly deficient form.

1 = the exam shows that the student has familiarized him/herself to a very small extent with the issues presented in the lectures and literature, essential concepts are not defined and the answer includes factual errors, and there are shortcomings in the practical exercises

2 = the exam shows that the students has familiarized with the matters raised in the lectures and literature to some extent, his or her definition of the main concepts is deficient, and the answer includes some factual errors

3 = the answer shows that the student has familiarized him/herself with the matters presented in the lectures and literature, s/he has discussed the main concepts and the topic is discussed at a good level, with some reflection, the practical exercises have been completed well

4 = the exam shows that the students has familiarized him/herself well with the matters presented in the lectures and literature, has defined well the main concepts, and the discussion contains reflection based on the student's own materials, the practical exercises show serious commitment to doing the work.

5 = the exam shows that the student has familiarized him/herself very thoroughly with the issues raised up in the lectures and literature and has analyzed them him/herself systematically, and has completed the practical exercises in an excellent manner.

Grading:

0-5

Person responsible:

Asko Pekkarinen

Working life cooperation:

None

A256902: Professional Studies in Early Childhood Education, 65 - 75 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

65 credits

Language of instruction:

Finnish

Timing:

1st and 2nd years

Contents:

see under each course

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

600 h contact lessons

independent work

see under each course

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

see under each course

Assessment methods and criteria:

Active participation in face-to-face teaching and successful completion of assignments.

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

1 - 5 / pass/fail

Working life cooperation:

Pedagogical Practice I
Pedagogical Practice II

Other information:

None

Compulsory

442423A: Pedagogical Practice I, 10 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 ECTS cr

Language of instruction:

Finnish

Timing:

1st year, spring

Learning outcomes:

Having completed the course, the student

- knows how to determine targets for his or her learning and reflect on them
- is familiar with theories, curricula and other documents connected with early childhood education
- is able to describe the kindergarten as a child's growth environment and work community
- is able to describe the educational partnership implemented in early childhood education
- based on observation, knows how to plan and implement pedagogical activities in a small group
- knows how to observe play, physical activity, arts and everyday cultural activities in pedagogy
- is familiar with the stages of a child's language development
- understands the significance of language and interaction as part of a child's holistic development in early childhood education

Contents:

- determination of and reflection on the student's own learning objectives
- important theories, curricula and other documents related to early childhood education
- the kindergarten as a child's growth environment
- collaboration in early childhood education
- the kindergarten as a work community
- observation, planning and implementation of pedagogical activity in a small group in the kindergarten
- the child's language development and interaction
- the educator as a promoter of language development and interaction
- literature and literary art as part of a child's language development

Mode of delivery:

Face-to-face teaching and kindergarten practice

Learning activities and teaching methods:

- 150 h practical work in a kindergarten
- 6 h group supervision for practical training
- 14 h lectures and 36 h small group sessions
- 64 h independent work

Target group:

Students in the Degree Programme in Early Childhood Education

Recommended optional programme components:

Part of the professional studies in early childhood education.

Recommended or required reading:

To be agreed on at the start of the study module.

Assessment methods and criteria:

As far as the practical training is concerned, the assessment is based on self-assessment by the student as well as assessment by the kindergarten teacher supervising the practice and by the supervising teacher in the early childhood education programme. Pedagogical practice is assessed in relation to the set goals and the work plan. The goals set for him/herself by the student, his/her work plan and practical work issues are specified and assessed in supervision discussions on the basis of the student's own documentation, among other things. The student shall take actively part in evaluating his or her own activities and learning. S/he shall be keeping a pedagogical diary during the practice period.

To achieve a pass for lectures and exercises: active participation in face-to-face teaching, successful completion of assignments.

Grading:

Pass/Fail

Person responsible:

Lecturer in Early Childhood Education

Working life cooperation:

Practical training in a kindergarten, 150h.

442424A: Pedagogical Practice II, 10 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, autumn

Learning outcomes:

Having completed the study module, the student:

- knows how to analyze and develop his/her own learning objectives based on Pedagogical Practice I
- knows how to apply the documents and curricula for early childhood and pre-primary education in practical educational and teaching work
- identifies the continuum of a child's growth and learning from pre-primary to primary education
- based on observation and documentation, knows how to plan, implement and evaluate pedagogical activities
- knows how to apply and develop his/her collaboration skills on the basis of the principles of educational partnership and dialogicality
- knows how to integrate play, physical activity, arts and everyday cultural activities in pedagogy
- is familiar with methods and processes of learning to read and write, and knows how to use them in his/her work as an educator and teacher

Contents:

- documents and curricula for early childhood and pre-primary education
- the continuum of a child's growth and learning from pre-primary to primary education
- observation and documentation of pedagogical activity, planning, implementation and evaluation

- collaboration in early childhood education
- play, integration
- development of a child's language and interaction
- educator as a promoter of language development and interaction
- methods of teaching to read, and literature and literary art in language development

Mode of delivery:

Face-to-face teaching and practical training in a kindergarten

Learning activities and teaching methods:

- practical work in a kindergarten 175 h
- group supervision for practical training 6 h
- lectures 12 h and small group sessions 26 h
- independent work 57 h

Target group:

Students in the Degree Programme in Early Childhood Education

Prerequisites and co-requisites:

Successful completion of Pedagogical Practice I

Recommended optional programme components:

Part of the professional studies in early childhood education

Recommended or required reading:

To be agreed on at the start of the study module

Assessment methods and criteria:

As far as the practical training is concerned, the assessment is based on self-assessment by the student as well as assessment by the kindergarten teacher supervising the practice and by the supervising teacher in the early childhood education programme. Pedagogical practice is assessed in relation to the set goals and the work plan. The goals set for him/herself by the student, his/her work plan and practical work issues are specified and assessed in supervision discussions on the basis of the student's own documentation, among other things. The student shall take actively part in evaluating his or her own activities and learning. S/he shall be keeping a pedagogical diary during the practice period.

To achieve a pass for lectures and exercises: active participation in face-to-face teaching, successful completion of assignments,

Grading:

Pass/Fail

Person responsible:

Satu Karjalainen

Working life cooperation:

Practical training in a kindergarten, 175 h

442425A: Pedagogical Planning of Early Childhood Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, autumn

Learning outcomes:

Having completed the course, the student

- identifies and knows how to analyse the contextual nature of growth and education
- knows how to evaluate and develop growth and learning environments in a multitude of ways and apply play to pedagogy
- knows how to analyse and develop his or her own conception of the child from the viewpoint of the child's active agency
- knows how to describe and analyse the pedagogical process theoretically

Contents:

- conception of the child, child-centredness and the child's participation
- contextuality of growth, development and learning
- play as a basis for pedagogy
- observation, documentation and evaluation as the basis for pedagogical planning and implementation

Mode of delivery:

Face-to-face/flexible teaching

Learning activities and teaching methods:

- lecture 2h, lecture exam 4h
- online lectures and exercises 34h
- independent work 95h

Target group:

Students in the Degree Programme in Early Childhood Education

Recommended optional programme components:

Part of the study module Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

To be agreed on at the start of the study module

Assessment methods and criteria:

Active participation in teaching, completion of individual assignments, completion of online assignments.

0 = unfinished, broken, issues presented not directly connected with the topic, practically no use of sources

1 = enumerative style, highly superficial, insufficient use of sources

2 = superficial, sources used to a satisfactory extent

3 = reflective, connections between things brought up to some extent

4 = reflective, quite analytical, connections between things brought to surface

5 = reflective, systematic and analytical, mostly excellent use of sources

Grading:

0 – 5

Person responsible:

Satu Karjalainen

Working life cooperation:

None

442426A: Supervision of a Group of Children in an Educator Team, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, spring

Learning outcomes:

Having completed the course, the student knows how to

- apply a variety of pedagogical methods when instructing a group of children
- analyse and argue for processes of growth and learning from the viewpoint of an individual child and a group of children
- evaluate, argue for and develop both the activities of an educational community and her own abilities as a kindergarten teacher in a team of educators

Contents:

- practical activity in a child group, application of pedagogical methods
- interaction in an educational community (peer interaction in a group of children and in a team, interaction between educator and child)
- teamwork theory
- reflection of one's own professional development as an individual process and as a group process

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

40h of face-to-face teaching

4h of lectures, 36h of small group teaching, 95h of independent work

Target group:

Students in the Degree Programme in Early Childhood Education

Prerequisites and co-requisites:

none

Recommended optional programme components:

Part of the study module Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

To be agreed on at the start of the study module.

Assessment methods and criteria:

Active participation in teaching and work in a group of children, completion of individual assignments

Active participation in teaching, completion of individual assignments, completion of online assignments.

0 = unfinished, broken, issues presented not directly connected with the topic, practically no use of sources, no contribution to group work

1 = enumerative style, highly superficial, insufficient use of sources, insufficient contribution to group work

2 = superficial, sources used to a satisfactory extent, participation in group work but not active

3 = reflective, connections between things brought up to some extent, active contribution to group work

4 = reflective, quite analytical, connections between things brought to surface, active and responsible contribution to group work

5 = reflective, systematic and analytical, mostly excellent use of sources, approach to work is responsible and promotes and develops the group's shared goals

Grading:

0 – 5

Person responsible:

Satu Karjalainen

Working life cooperation:

Work in a group of children

442427A: Art Pedagogy in Early Childhood Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jaakko Moilanen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year spring

Learning outcomes:

Having completed the course, the student

- knows how to plan for, implement and evaluate experiential and child-oriented Art pedagogy in early childhood education
- be able to describe the conclusion of the artistic process and to identify the part of the artistic making and experiencing the child's growth and well-being
- able to recognize and describe being in art educator as part of the role of early childhood educators, as well as to develop it as part of their professional identity

Contents:

- an introduction to the pedagogy of art education (lectures)
- music education, literary art and drama education and art education (Tutorial)
- play and artistic encounter
- artistic working and experience
- experimentalism, embodiment, sensation ?
- arts pedagogy and be an art educator in early childhood education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

4 h lectures

Small group teaching: music education 22 h, word art and drama pedagogy 6 h, art education 6 h

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

The study module is an independent entity and does not require studies to be pursued simultaneously.

Recommended optional programme components:

The study module is a part of the professional studies in early childhood education.

Recommended or required reading:

To be agreed on at the start of the course.

Assessment methods and criteria:

- Active participation to teaching
- Successful completion of independent tasks
- Evaluation of own individual abilities in the light of the learning outcomes

0= Student performance is unfinished or incomplete and does not demonstrate competence in accordance with the learning outcomes

1= The student shows little directional skills learning outcomes, but one or more of the objectives the know-how remains as missing or superficial. The student does not apply or use the course-oriented theory of matter at all.

2= Student's performance has reflected the objectives but shows only a superficial knowledge. The performance shows the uptake of the content of the course and narrowly partially remembering level.

3= Student's performance has reflected the objectives. The student discusses and analyze the essence of the course of remembering and recording level, but without applied or analytical approach

4= Student performance is consistent with the learning outcomes. He shows he is aware of the essential content and methods of the course and apply them appropriately.

5= The student will demonstrate knowledge in accordance with the learning outcomes in depth, broad and versatile. He demonstrates the ability to describe, evaluate and analyze the essence of the course as well as to use and apply them in an appropriate manner.

Grading:

0 – 5

Person responsible:

Leena Poikela

Working life cooperation:

None

442428A: Art, Crafts and Science 1: Music, Literary Art and Drama Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Poikela, Leena Riitta

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

1st year autumn

Learning outcomes:

Having completed the study module, the student knows how to

- recognizes the importance of play for experiential learning
- be able to apply storytelling, literacy art and drama and music education in early childhood education, integrating them between different content areas
- is trained and encouraged self-expression, immersion and interaction skills
- to identify children's theater and arts in their pedagogical and expressive possibilities
- identify the music pedagogical and expressive possibilities
- able to name and identify the history of music genres
- is able to plan, implement and develop the music and drama education among different age groups of children in kindergarten

Contents:

- music education, literary art and the drama of early, pre-primary and primary education in supporting the overall personality of the child's age
- music education methods: singing, playing, movement, listening, integration with other areas of orientation, arts, literacy and drama
- history of music
- drama education, play, self-expression, communication skills, storytelling, children's drama

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures 4 h, small group teaching 36 h
- Music education: Lectures 2 h, small group teaching 22 h
- Literacy/ word arts and drama: Lectures 2 h, small group teaching 14 h
- The study module includes 95 h of independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

The study module is an independent entity and does not require studies to be pursued simultaneously.

Recommended optional programme components:

The study module is a part of the professional studies in early childhood education.

Recommended or required reading:

To be agreed on at the start of the course.

Assessment methods and criteria:

Active participation in exercises, completion of individual assignments, design of a teaching episode and written output.

Fail

- The student has not completed the study module or deficiencies are revealed in her/his skills that do not meet the expected learning outcomes.

Pass

- Active participation in teaching
- Approved completion of assignments in the study module
- Evaluation of one's own performance in relation to the objectives of the module.
- Identifies the learning process connected with literacy arts and drama and music education.
- Identifies methods of work, data acquisition, research, interpretation and evaluation in literacy arts and drama and music education.
- Identifies, uses and applies methods of integration in arts education.
- Uses and applies possibilities of tools, materials and techniques of literacy / word art, drama and music education in an appropriate manner

Grading:

Pass / Fail

Person responsible:

Leena Poikela

Working life cooperation:

None

442429A: Art, Crafts and Science 2: Crafts, Design and Visual Arts Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Minna Vastimo

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

1st year, spring

Learning outcomes:

Having completed the study module, the student knows how to

- plan, evaluate and develop art and crafts education based on the curricula for early childhood and pre-primary education
- apply working, data acquisition, research, interpretation and evaluation skills typical of visual arts and crafts
- apply visual arts and crafts through integration across various content areas
- use materials, techniques and tools of visual arts and crafts that are appropriate for early childhood education.

Contents:

Contents of the study module

- Materials, tools and methods used in crafts, visual arts and design
- Planning, development and evaluation of pedagogical activity in visual arts and crafts education
- Aesthetics in crafts and art education
- Child's development in visual arts and crafts

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- 4 h lectures
- Visual arts: Small group teaching 14 h
- Crafts/Technical work: Small group teaching 8 h
- Crafts/Textile work: Small group teaching 14 h

The study module includes 95 h of independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

The study module is an independent entity and does not require studies to be pursued simultaneously.

Recommended optional programme components:

The study module is a part of the professional studies in early childhood education.

Recommended or required reading:

To be agreed on at the start of the course.

Assessment methods and criteria:

Active participation in exercises, completion of individual assignments, design of a teaching episode and written output.

Fail

- The student has not completed the study module or deficiencies are revealed in her/his skills that do not meet the expected learning outcomes.

Pass

- Active participation in teaching
- Approved completion of assignments in the study module
- Evaluation of one's own performance in relation to the objectives of the module.
- Identifies the learning process connected with visual arts and crafts.

- Identifies methods of work, data acquisition, research, interpretation and evaluation in visual arts and crafts.
- Identifies, uses and applies methods of integration in visual arts and crafts.
- Uses and applies tools, materials and techniques of visual arts and crafts in an appropriate manner

Grading:

Pass/Fail

Person responsible:

Minna Vastimo

Working life cooperation:

None

442430A: Art, Crafts and Science 3: Mathematics, Science and Physical Education, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Emilia Manninen**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS cr

Language of instruction:

Finnish

Timing:

1st year, spring

Learning outcomes:

Having completed the course, the student

- knows how to shape the physical environment to attract a child in pre-school age to take various forms of physical exercise
- knows how to apply the didactic principles of physical education to support movement and exercise among children in pre-school age
- knows how to explain science concepts by means of an inquiring approach to work
- knows how to guide a child in pre-school age towards mathematical thinking by means of learning tools
- knows how to plan and implement mathematics and science teaching to children in pre-school age in various learning environments
- knows how to implement integrative early childhood education

Contents:

- a variety of forms and environments of physical exercise
- didactics of physical education in early childhood education
- didactics of mathematics and sciences in early childhood education
- child-centred inquiry

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Mathematics and sciences: Lectures 2 h, small group teaching 22 h
- Physical education: Lectures 2 h, small group teaching 14 h
- The study module includes 95 h of independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

The study module is a self-contained entity and does not require that any other studies are pursued at the same time.

Recommended optional programme components:

The study module is part of the professional studies in early childhood education.

Recommended or required reading:

- Sääkslahti, A. (2015) Liikunta varhaiskasvatuksessa.
- Iloa, leikkiä ja yhdessä tekemistä. Varhaisvuosien fyysisen aktiivisuuden suositukset. Opetus- ja kulttuuriministeriön julkaisuja 2016:21
- Other materials to be agreed on at the start of the study module

Assessment methods and criteria:

Active participation in teaching. Planning, implementation and assessment of a teaching episode.

Completion of independent assignments.

pass

- Takes actively part in teaching
- Completes the course assignments/examination successfully
- Makes an assessment of his/her skills and knowledge relative to the expected learning outcomes of the study module

fail

- The student's performance is unfinished or reveals shortcomings in knowledge and skills relative to the expected learning outcomes.

Grading:

Pass/Fail

Person responsible:

Emilia Manninen

Working life cooperation:

None

442431A: Art, Crafts and Science 4: Literary Art, Drama, Crafts and Design Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Pirjo Suvilehto

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Having completed the study module, the student

- identifies the genres of children's literature and the pedagogical and therapeutic possibilities offered by them
- identifies the significance of crafts as part of a child's development
- knows how to plan, implement and develop crafts and literary art education based on the early childhood and preprimary education plans
- knows how to apply crafts and literary art by integrating them across various content areas
- gets practice and encouragement in the skills of self-expression, empathy and interaction in crafts and literary art education

Contents:

- Planning, evaluation and development of pedagogical activity in crafts and literary art education
- Crafts materials and applicable methods from the viewpoint of sustainable development
- The meaning of crafts as an activity for the development of a child
- Children's literature, literary art and drama

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Literary art and drama: Lectures 2 h, small group teaching 22 h
- Crafts: Lectures 2 h, small group teaching 14 h
- The study module includes 95 h of independent work

Target group:

Students in the Faculty of Education

Prerequisites and co-requisites:

The study module is an independent entity and does not require any simultaneously pursued studies.

Recommended optional programme components:

The study module is part of the professional studies in early childhood education.

Recommended or required reading:

To be agreed on at the start of the course.

Assessment methods and criteria:

Active participation in exercises, completion of individual assignments, planning of a teaching episode, and written output.

Assessment criteria:

0 – The student has not completed the study module and his/her performance does not meet the standards indicated in the projected learning outcomes.

1 – The student manifests some performance in accordance with the expected learning outcomes, but her /his skills in terms of one or more goals are lacking/remain superficial.

2 - The student's performance is somewhat in agreement with the objectives, but it only shows superficial learning. It shows partial understanding of the contents of the module, but practical application is mechanical and detached in nature.

3 – The student's performance is in line with the objectives, showing an understanding of the contents of literary art and crafts education.

4 – The student's performance is in line with the objectives. S/he shows that s/he is familiar with the essential content areas of the module and is capable of applying them in practice.

5 – The student's knowledge and skills are in accordance with the objectives on a broad and varied scale. S /he manifests a capacity to describe, evaluate, analyze and develop the essential principles of literary art and crafts education and to apply them in practice.

Grading:

0 – 5

Person responsible:

Pirjo Suvilehto

Working life cooperation:

None

442432A: Art, Crafts and Science 5: Physical and Music Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Susanna Takalo

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, autumn

Learning outcomes:

Having completed the study module, the student

- knows how to plan for, evaluate and implement physical and music education to support the child's overall growth and development in an early childhood education environment
- knows how to apply and evaluate the meanings of family sports to support a child's physical development
- knows how to play music at his or her own skill level by singing, playing, using body, rhythm and "laatta" instruments and by moving to the music that s/he is playing or listening to
- knows how to plan for, use and develop various fields of application and musical processes for early childhood music education through, among other things, stories, pictures, movement and drama plays
- knows how to implement integrative and expressive early childhood education

Contents:

Contents of the study module

- music and physical education and the overall growth and development of a primary and preprimary child
- the physical activity and welfare programme for early childhood education, and the recommendations for physical activity in the early years, family sports
- the viewpoint of music therapy in early years music education
- musical knowledge and skills as part of a student's professional growth
- planning, implementation and evaluation of pedagogical activity

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures 4 h, small group sessions 36 h, independent work 95 h
- Physical education: Lectures 2 h, small group sessions 22 h
- Music education: Lectures 2 h, small group sessions 14 h

Target group:

Students in the Degree Programme in Early Childhood Education

Prerequisites and co-requisites:

The study module is an independent entity and does not require other studies to be pursued at the same time.

Recommended optional programme components:

The study module is part of the professional studies in early childhood education

Recommended or required reading:

To be agreed on at the start of the study module.

Assessment methods and criteria:

- Active participation in teaching.
- Successful completion of practical work included in the study module.
- Assessment of one's own performance with a view on the expected learning outcomes.

0= The student's performance is unfinished or deficient and does not show accomplishment in line with the expected learning outcomes.

1= The student shows a low degree of learning in line with the expected outcomes, but it is missing or superficial in terms of one or more set objectives.

2= The performance is somewhat in line with the expected learning outcomes, but only shows superficial learning and there are shortcomings in the use of sources.

3= The student's performance is reflective and matters are related to each other to some extent; a common thread is to be seen and sources are used mainly well.

4 = The student's performance is quite analytical, matters are related to each other well, and the use of sources is mainly very good.

5 = The student's performance is systematic and analytical, issues are related to each other very well, and the use of sources is mainly excellent.

Grading:

0 – 5

Person responsible:

Susanna Takalo

Working life cooperation:

None

442433A: Art, Crafts and Science 6: Visual Arts and Environmental Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jaakko Moilanen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year spring

Learning outcomes:

After the course student is able to

- discuss, describe and construct his/hers own concept of art and art education
- analyze and develop his/hers relationship to environmental sustainable development???
- define and apply environmental and visual culture literacies and reflect and evaluate them in the early childhood education context
- apply, develop, evaluate visual art and environmental education objectives and methods in early childhood education

Contents:

Course content

- Holistic model of environmental education
- Esthetics and ethics in visual arts and environmental education
- Multimodal literacies in visual arts and environmental education
- Concept of art and being an art educator in early childhood education
- Objectives, contents and methods of visual arts and environmental education

Mode of delivery:

Face-to-face teaching

Target group:

Students in the Degree Programme in Early Childhood Education

Recommended optional programme components:

The study module is part of the professional studies in early childhood education

Recommended or required reading:

To be agreed on at the start of the study module.

Assessment methods and criteria:

- Active participation to teaching
- Successful completion of independent tasks
- Evaluation of own individual abilities in the light of the learning outcomes

0= Student performance is unfinished or incomplete and does not demonstrate competence in accordance with the learning outcomes

1= The student shows little directional skills learning outcomes, but one or more of the objectives the know-how remains as missing or superficial. The student does not apply or use the course-oriented theory of matter at all.

2= Student's performance has reflected the objectives but shows only a superficial knowledge. The performance shows the uptake of the content of the course and narrowly partially remembering level.

3= Student's performance has reflected the objectives. The student discusses and analyze the essence and methods of visual arts and environmental education in remembering and recording level, and is able to use them in practice without analytical approach.

4= Student performance is consistent with the learning outcomes. He shows he is aware of the essential content and methods of visual arts and environmental education and apply them appropriately.

5= The student will demonstrate knowledge in accordance with the learning outcomes in depth, broad and versatile. He demonstrates the ability to describe, evaluate and analyze the essence and methods of visual arts and environmental education as well as to use and apply them in an appropriate manner.

Grading:

0 – 5

Person responsible:

Jaakko Moilanen

Working life cooperation:

None